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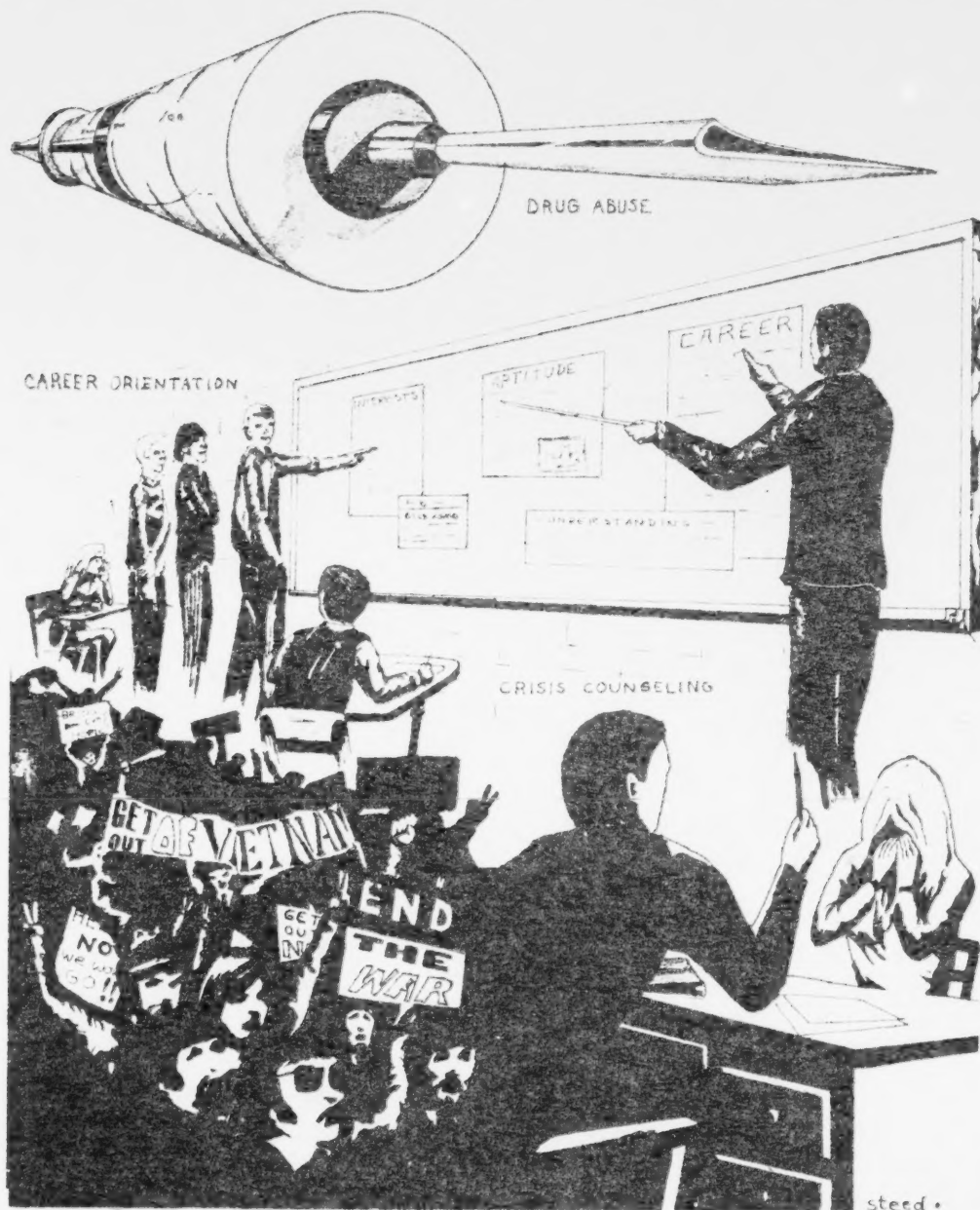
ABSTRACT

Excepting opening comments, four papers are presented: (1) crisis counseling, which stresses the increasingly crisis-oriented nature of society and the schools, and which suggests guidelines for the counselor who is confronted with the situation; (2) drug abuse, which deals generally with marihuana and its relationship to hard drugs, and states that the prime objective should be to prevent experimental curiosity into the use of hard drugs; (3) student activism, which elaborates on the anatomy of the boycott of South Junior High School, Lima, Ohio, and which lists preparatory and preventive steps for such emergencies; and (4) counselor involvement in change in the junior high school, which discusses the July 1 "wedding" of ESEA - III and NDEA V-A and its implications. The focus is on progress toward a systems approach to career guidance. (TL)

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REPORT OF THE

8th ANNUAL ALL OHIO JUNIOR HIGH GUIDANCE CONFERENCE MAY 1, 1970 SIGNS OF THE SEVENTIES



HOST:
BEAVERCREEK GUIDANCE COUNSELORS
Beavercreek Local School District

CO-SPONSORS:

Guidance Services Section
Division of Guidance and Testing

State Department of Education
Ohio School Counselors Association



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EIGHTH
ALL OHIO JUNIOR HIGH GUIDANCE CONFERENCE
Beavercreek Local Schools, Xenia, Ohio
May 1, 1970

Theme

SIGNS OF THE SEVENTIES

Edited by

James R. O'Connor
Guidance Consultant
Guidance Services

Martin Essex
State Superintendent of Public Instruction

Published by
Division of Guidance and Testing
State Department of Education
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June 1970

FOREWORD

Signs of the Seventies was the theme for the Eighth Annual All Ohio Junior High School Guidance Conference which was held on May 1, 1970 at Herman K. Ankeney Junior High School, Dayton, Ohio. The conference, with an attendance of approximately 250 persons, was co-sponsored by the Beavercreek Local Schools, serving as host, by the Ohio School Counselors Association, and by the Guidance Services Section of the Division of Guidance and Testing, Ohio Department of Education.

Four group meetings were repeated in the afternoon session. Their topics were, "Crisis Counseling," "Drug Abuse," "Student Activism," and "Career Orientation in the Junior High School." Brief summaries are included in this conference report.

John G. Odgers, Director, Division of Guidance and Testing, Ohio Department of Education, was the banquet speaker. Presenting the topic "Counselor Involvement and Change in the Junior High School," he described the wedding of NDEA, Title V-A (Guidance and Counseling, and Testing), and ESEA, Title III (Supplementary Education Services). In identifying the expectations of a wedding as something old, something new, something borrowed, and something blue, Mr. Odgers stressed the importance of the developmental approach to guidance and raised the question as to the advisability of providing guidance specialists and counselors.

The evaluations submitted by those in attendance rated the conference as being most informative and well-managed. The month of May was the first choice of date for holding the conference with April following a close second. Fifty-two percent of the respondents preferred a full day's meeting, and forty-eight percent preferred an afternoon-evening session. Selected comments on the evaluations were: "On the whole excellent. The time flew by yet we were able to have some good interaction, too." "This was one of the best organized and most informative of the junior high conferences I have attended." "Mr. Odgers' speech should be printed in every newspaper in Ohio."

Special recognition is extended to Mr. Marvin A. Barrett, Supervisor, Pupil Personnel, Beavercreek Schools, who served as chairman of the planning committee; to Superintendent Verlin L. Klopfer for his support, encouragement, and participation; and to William R. Drury, on leave of absence to complete his doctorate at Wayne State University but who returned to serve as Toastmaster of the conference. James R. O'Connor, Guidance Consultant, Southwestern Ohio, Division of Guidance and Testing, Ohio Department of Education, edited the taped presentations. Mrs. Betty Baumann of the Guidance Services Staff was the typist.

Charles E. Weaver

Charles E. Weaver
State Supervisor, Guidance Services
and Consultant for the
Eighth Annual All Ohio Junior High
School Guidance Conference

June 1970

EIGHTH ANNUAL ALL OHIO
JUNIOR HIGH SCHOOL GUIDANCE
CONFERENCE PLANNING COMMITTEE

General Conference Chairman
Marvin Barrett
Supervisor of Pupil Personnel

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Dale Jensvold

Registration

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Gwen Bailey

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James R. O'Connor
Division of Guidance and Testing
State Department of Education
Raymond J. Pack
Ohio School Counselors Association

CONFERENCE PROGRAM

REGISTRATION, REFRESHMENTS, BUILDING VISITATION (1:30-2:00)

OPENING SESSION (2:30-3:00)

Toastmaster William R. Drury
Mott Foundation
Flint, Michigan

Invocation James M. Florence, Principal
Shaw Elementary
Beavercreek Schools

Greetings Virlen L. Klopfer
Superintendent
Beavercreek Schools

Remarks Charles E. Weaver, Ph.D.
State Supervisor
Guidance Services

William N. Ameredes
President
Ohio School Counselors

GROUP MEETINGS (3:00-5:00)

"Crisis Counseling" Albert Anderson, Ph.D.
Department of Guidance and Testing
Xavier University

"Drug Abuse" David L. Spencer, Coordinator
Dayton Metropolitan Narcotics Squad

"Student Activism" John G. Wolfe, Principal
Lima South Junior High School

Jack L. Saine, Assistant Principal
Lima South Junior High School

"Career Orientation in the
Junior High School" John W. Parsons, Principal
McTigue Junior High School
Toledo, Ohio

BREAK (5:00-5:30)

BANQUET (5:30-7:30)

"Counselor Involvement. . . . John G. Odgers
in Charge in Junior Division of Guidance and Testing
High School"

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OPENING COMMENTS

TOASTMASTER

William R. Drury
Doctoral Candidate Under
The Mott Foundation
Wayne State University
Detroit, Michigan

First of all I'd like to wish you good afternoon on this typical Midwestern day. My name is Bill Drury and I suppose you've looked at your program by now and you've determined that I'm to be your Toastmaster for today's events.

I ought to clarify one thing that says "Mott Foundation" in my title. I have no money to give away; I think I've already had four people come to me and ask me how they go about getting some of the money that I have. I have little or none of my own, and Mr. Mott has little or none that he's authorized me to give away here today so I'll save four or five of you an additional trip.

When Marvin Barrett called me and asked me if I would serve as Toastmaster, I was quite pleased. I thought that perhaps there could be some improvement in the way that he asked me. He said that the committee had met and they had a rather long drawn out discussion. The clincher came when he said, "The committee asked around and everyone they talked to said, 'Get Bill Drury because he's always been good-for-nothing.'"

We're going to start now with the Invocation for our day's meeting. It will be given by Mr. James Florence who is principal of Shaw Elementary School, one of the schools in the Beavercreek School system. Mr. Florence is an elementary school counselor, a position he held four or five years. He actually coordinated the program in this school system at the elementary level for two or three years, Mr. Florence.

INVOCATION

Mr. James M. Florence, Principal
Shaw Elementary
Beavercreek Schools

Our Heavenly Father, we come at a time when drug abuse is at a peak, at a time when counselors are wondering which way to turn, and student activism is at its height. We are asking Thee to give us wisdom and understanding. We also ask Thee to help our influence be like the waves when we

throw a rock into the lake. Help us to reach out farther, and farther, and farther to the very shores of youth throughout the world, and as we disappear like the rocks thrown into the lake, our influence, like the waves, go on and on and reach out. We ask Thee to give us wisdom, integrity, honesty, and help us as we go forth that we will so live that when the time comes, and we meet Thee face to face, Thou can look at us and say, "Well done, Thou good and faithful servant." We pray that Thou will help each and every one of us to be more dedicated. Give wisdom and understanding to each of us as we listen to those who have studied and researched so that we can go forward to do a better job at the close of this conference. Bless our leadership, as well as those that are taking care of the things behind the scenes. We praise Thy name. Amen.

Mr. William R. Drury

Thank you, Jim. Next on our program will be the Greetings from the Superintendent of Schools at Beavercreek, Mr. Virlen Klopfer. I might say to you that the gains that this school system has made in the area of Pupil Personnel Services has in a large part been due to the influence and commitment of this man in your field of work. He comes to us not only as superintendent of schools, but as a real friend of school counselors, Mr. Klopfer.

GREETINGS

Mr. Virlen L. Klopfer, Superintendent
Beavercreek Schools

Thank you, Mr. Drury, and friends. It is a privilege for me to represent the Beavercreek Board of Education, the staff of the school system, and especially the staff of Ankeney Junior High School, to welcome you here today. I'm sure that many of you must have had a little difficulty finding this building out here in the rural area. We like it this way and wish we could keep it this way. I hope that now that you've found the building this afternoon that you will have a very fruitful conference, one that will do much to help you in this most important work in guiding and counseling our young people, especially our junior high school students. I do hope you have a good conference and if there is any way that we can be of help to you here today, be sure to ask. Thank you very much.

Mr. William R. Drury

Thank you, Mr. Klopfer. The next gentlemen on the program, unless you just started in guidance this afternoon, I'm sure

you know well without me describing him to you so I won't do that. I will say this, however. He's a real gentlemen in the true sense of the word and I can't think of anything more I could say that would be in better recognition of his talents than to say that he's a real counselor in all the things you people mean when you say a real counselor. It's a privilege, then, for me to introduce to you my good friend and yours, Dr. Charles Weaver.

REMARKS

Dr. Charles E. Weaver
State Supervisor
Guidance Services

Thank you, Bill, platform guests, ladies and gentlemen. Today is one of special enjoyment for me. The first reason is to be again on the same platform with Bill Drury. As all of you know, the Ohio School Counselors Association is one of the co-sponsors of this conference. Bill is a past-president of that particular association and he has also served as chairman in planning the program for one of our All Ohio Guidance Conferences. Bill has been very, very active in guidance activities here in the State of Ohio for a number of years. This past year he has spent in Michigan where he's working on his Ph.D. He was awarded one of the Mott Foundation Scholarships and will be completing that work in the very near future, so I'd like to say, "Welcome back to Ohio, Bill." I'd also like at this same time to state that although the original arrangements were made with and through Bill for this conference, it's been Marvin Barrett and his counseling staff including Betty Schiller, who is a member of the OSCA Executive Committee, that have been working and planning for the program here today, and I'm sure that you can see that they have planned well.

My second reason for this being a special enjoyment for me today is to be again with the Superintendent, Virlen Klopfer. Virlen and I were fraternity brothers in college and it's been a pleasure to follow his successes through the years. All of you folks know that it's just impossible for staffs to participate in Executive Committee Meetings and plan programs unless they have the understanding, the support, and the cooperation of their superintendents. You can see that these folks have that kind of support and we thank you for this, Virlen. We also would like to request that you tell your Board of Education how much we appreciate the work of your staff and we thank them for making this new facility available to us today.

A third reason why this is a special enjoyment for me

today is that later on you will be hearing from my boss, John Odgers. He has a message for you that I can't imagine could be any more up-to-date on legislative and financial status of guidance, inasmuch as he has spent two days this week in Washington. I would describe his presentation as a "hot-line message" for you this evening.

It seems that this afternoon things are coming in three's because I have three things to which I'd like to call your attention. The first is that it's just been reported that there is a considerable shortage of industrial arts teachers for the coming year. I thought perhaps you will be interested in sharing this information with your co-workers and possibly with some interested students.

Secondly, we're being told that there's a new area of concentration at the university levels in environmental studies. There are new courses covering the topics of pollution, and its many ramifications, along with the area of conservation and its related areas. I'm told that there is now, and will continue to be, a demand for specialists trained in these areas.

My third item is to tell you that next year's All Ohio Junior High School Guidance Conference will be held in Toledo with the McTigue Junior High School serving as hosts. This will be held on Friday, May 7, so you can mark your calendars and plan to attend. If you would like to see the principal of that school in action, he is here on the platform this afternoon and will be heading one of the workgroup sessions.

It's been a genuine pleasure for Jim O'Connor of our staff and myself, along with Ray Pack representing the Ohio School Counselors Association, to work with the Beavercreek counselors and staff in a consultant capacity to plan today's program. You may be sure, however, that the work was done by the Beavercreek staff.

I would like to close my comments by sharing with you an item that I picked up in a restaurant this week. It has a bit of philosophy that I think is very important and that is, "Each day is important. Live it to its fullest." Here is the example. It's entitled, "I Wish."

In the days of wild speculation on the stock market in the 20's, a fairy came to a wealthy New Yorker one night and said she would grant him any one wish he might make. Without hesitation the man said, "My wish is to see the news-

paper that will be published one year from today." Immediately the fairy handed him the newspaper published exactly one year from the day and he quickly turned to the financial page and studied the stock market and then shouted, "Hurrah, I'll just buy certain stocks and I'll be worth one hundred million dollars, isn't that wonderful?" But then he began to read the rest of the newspaper and when he came to the obituary page he screamed, "Oh my gosh, I died yesterday."

Ladies and gentlemen each day is important and that includes today. A fine program is awaiting you. Thank you.

Mr. William R. Drury

Thank you, Dr. Weaver. We have with us Miss Elizabeth Busche who is a junior high school counselor in Cincinnati. Currently she is serving as the ASCA liaison representative to the Ohio School Counselors Association, so, Miss Busche, perhaps you could give us a few words.

REMARKS

Miss Elizabeth Busche
Junior High Representative to OSCA

OSCA is very much concerned with your concerns. On our program today we're dealing with student activism. It's time for counselors' activism. When we arrived here we met some people who said, "Oh, you're from Cincinnati, how are the riots going?" When we were going out of town we heard that the police department had been talking to a group of young people on Fountain Square for the better part of the morning and they had said the talking would now stop and they would have some action. I turned the radio off and kept coming north.

There are many kinds of activism. We think of activism, I think, as brick throwing and other kinds. We're in the position to really do something to help make this world a much better world. We influence an awful lot of kids. They come in to us and want to hear it like it is. There was a cartoon, last fall I think, in some papers that said "Tell it like it is." How can we when we don't know. We can really know how it is if we get out from behind our desks and share with others in discussing how to improve community relations. If we get involved in the community we can then come back and make this information pertinent for our kids.

The position of being a liaison between OSCA and ASCA, besides like being in alphabet soup, is a new position. Bill Ameredes, President of OSCA, and I talked about what to expect in this new role. Of this I am sure, I'm concerned with your concerns. I want to know what is bothering you; what are your problems. Stop beefing about them to just your fellow counselors, or your principal, or somebody else, but give them to us, your OSCA Board, your OSCA representative, to myself, so we can start doing something about them. It's improved communications that is needed. If you complain to somebody who can't do anything, well, you're just feeling sorry for yourself. What can OSCA do for you? What can I do for you? Let us know. Thank you.

GROUP MEETING REPORTS

CRISIS COUNSELING

Presenter: Dr. Albert F. Anderson, Jr.
Professor of Education and
Director of Guidance Programs
Xavier University, Cincinnati

Recorder: Mr. Robert F. Walker
School Psychologist
Beavercreek Schools

We are living in a crises oriented society. The counselor is becoming more and more a part of this crises society as he is able to understand the child, specifically the junior high school age child. The junior high school age child is probably the least understood of all age groups -- there is such a wide age range -- such a range of maturity levels -- such a range of behavior!

Are we, as counselors, so formalized, so rigid, so inflexible, that we can't understand the child, his needs, his background, and all those things in his past experiences that have made him what he is today? Are we too busy to stop and attempt to understand the crises situation for the 13 year old girl who comes to us because she is bleeding and doesn't understand why; doesn't understand that she is not going to die, doesn't understand that she hasn't broken something inside, doesn't understand that she is experiencing her first menstrual period and that it is perfectly normal and healthy that this thing should happen. This is a true crisis for the girl, but would you recognize it as such?

Could you recognize the crises aspects involved with the boy who is late in maturing and is being picked on by the older boys, or the early maturing young lady whose parents think of the girl as being immoral because she is maturing early? What about the crisis aspects involved with the conflict between a boy and his teacher, or the young lad whose girl just said she didn't love him -- even after they had been going steady for a whole week, or the lonely black student on an all white campus, or the lonely white student on the predominately black campus, for that matter -- Can you recognize the crisis aspects in these situations?

If you are going to become a crisis counselor, and I hope none of you do -- because then we will have outside our office doors: Mr. Smith, college counselor; Miss Black, vocational counselor; Mrs. Jones, curriculum counselor; and Mr. Anderson, crisis counselor. But nonetheless, if you are involved in crises counseling, it is most essential and necessary, that you as a counselor, be pretty much all together, pretty well adjusted

yourself. If a counselor gets uptight and reacts with the expected school oriented answer, or reacts with the "sympathetic mother" counseling approach, then the counselor is not helping.

We may react with empathy but certainly not sympathy. We may react with understanding and feeling but certainly not the authoritarian approach. To deal effectively in crises counseling, the counselor must understand -- understand the situation, understand the participants which caused the crisis, understand and know the child, know the school, the community, the parents, the total picture.

Unfortunately, there are no IBM cards which can be punched out to give us the answer and tell us what to do. How easy it would be: Punch a card and tell the client, "Now you must take three steps forward, one step backwards, turn your head to the right, lift your arms and all will be resolved." However, there is one thing which you, the counselor, must always do in order to deal with any crises situation, and that is -- "stay together." You must refrain from reacting, especially in an emotionally charged situation. You must give the child the opportunity to get it out, talk it through. The client must be given a catharsis period. The counselor may ask questions in a skillful manner, skillful enough to get the child to lead himself, but the counselor dare not direct the counselee. The counselor should learn what has happened, what has been tried, what is happening now and he should focus in on the crisis and the subject's understanding of it, and what he (the subject) can do to bring about a change. No counselor can ask questions skillfully unless he is aware and totally aware of the situation.

The counselor may have to go outside the counseling situation to work on the environment that is affecting the subject. How well we know that environment is what makes us effective or not effective as the subject's counselor. Especially is this true with the "send in." That is the child who says that he doesn't know why he has been sent to the counselor. Here the first need is for the counselor to find out "Why" and find it out from the referring party.

Counselors often have a way of listening to and hearing only the negative things a child is saying. You, as a counselor, must learn to listen to the positive things a child may be saying. Don't overlook those positive things as a key to help improve the situation. The sensitive, capable, counselor will tend to dismiss all of those negative reaction formations, defense formations and self-pity remarks.

There are those counselors who, too often, see themselves as the Savior of mankind. These counselors will make decisions or change things for their client. How fortunate for the client, for now he has one who will make all of his decisions for him and he (the client) has nothing more to do but come knocking at this Savior's door almost every day and at any hour or whenever there is a decision to be made. How beautifully the counselor can sometimes build this dependency relationship. I urge you, counselors, let your subject decide or choose an alternative which you and he have constructed together, but don't tell him which one he should try. Let him try and fail if he must, but be sure that you don't choose for him.

You know, of course, there may be no real solution, no real answer in a given crisis situation. Can you admit to yourself, as a counselor, and admit to your client, that you don't know the answer? You know, of course, there is no hard fast rule for any crisis situation. But, if you can admit this to yourself and the client, then you may proceed from where you are -- not knowing -- to the beginnings of some degree of progress.

To be a capable junior high counselor, it takes a lot of knowledge, a lot of patience, and a lot of understanding; not only of your client, but of yourself and the world about you both.

DRUG ABUSE

Presenter: Mr. David L. Spencer
Coordinator of Dayton
Metropolitan Narcotics Squad

Recorder: Mrs. Gwendolyn Bailey, Counselor

There is something wrong today. We go from one crisis to another. Police share the problem of drugs with counselors. Counselors see the problems before the police do. When police interrogate, people confess, this could be called counseling.

One finds hard core people within all groups. These individuals want certain things they can't attain, they sublimate. We then find them in the field of drug abusers. Drug abuse must be learned. A user learns to know the difference between good and bad drugs.

One publication of value is called "Drug Abuse: A Course Book for Education" published by the California State Department of Education. California is one of the few states having a mandated course on drugs in the schools.

In 17 years of police work, Sgt. Spencer stated that he had never talked to anyone who was using hard drugs that had not started by using marijuana. A significant number of people using marijuana fall by the wayside. Marijuana is an unreliable drug used by unreliable people with unpredictable results. The effects can vary from depression to a feeling of excitement. Some experience no change of mood at all.

Drug users will compare drug use with the use of alcohol and tobacco. They rationalize that dad has his martini to calm his nerves and smokes his cigarettes for relaxation so why shouldn't the youth use marijuana. If alcohol were invented tomorrow, it would probably be outlawed because we have an enlightened society. One-half of the highway deaths can be attributed to alcohol.

Chronic users suffer chronic damage. There are various methods of using marijuana. It can be smoked in cigarette form or put in a pipe, or a bone. Marijuana smells like burnt rope or dried grasses. The odor is easily recognized. Anything can be abused: salt, spices, cough syrups. It is not against the law to own the equipment but one cannot have possession of the drug.

Teachers and counselors should be aware of the danger

signs. One may see a change in attitude a drop in grades, a student may appear to be sniffing something, he may have cigarette papers used for rolling his own cigarettes. These should be indicative of danger.

Schools have students more than parents do. The prime objective should be to prevent experiential curiosity into the use of hard drugs. Only 2% find their way back. Teachers and counselors have the responsibility to know what they are talking about. Drug users have their own vocabulary, the vocabulary of the streets. One must recognize and talk in their own language. If you are not knowledgeable you may do more harm than good.

Hashish is 8 to 10 times more powerful than marijuana. This drug is smoked in a pipe. There are significant marks on the drug. It is packaged in cheesecloth. It is hard and brittle. This is a very expensive habit. Five dollars worth will fit on the head of a nickel.

Amphetamines are stimulants. They are shot, snorted or dropped orally. It is very easy to stay high in class. They can carry the outfit in their make-up case. This drug disguises fatigue, elevates motion. Diet pills are a type of this drug. Barbiturates have a hypnotic effect. These are sleeping pills, relaxer type drugs.

There is much misery involved in the use of drugs. A breakdown of the mental processes can occur. There are dangers from the unsanitary conditions under which the drugs are used. Since May 1969 there have been 13 drug-associated deaths.

The youngsters' opinions are "what does it matter?" Counselors and teachers must have the information to combat and change their attitudes. Fill yourself with as much current information as you can. Be able to talk with youngsters using their terminology.

STUDENT ACTIVISM

Presenters: Mr. John G. Wolfe, Principal
Lima South Junior High School

Mr. Jack L. Saine, Asst. Principal
Lima South Junior High School

Recorder: Miss Elizabeth L. Schiller, Counselor
Beavercreek High School

South Junior High is the largest junior high in Lima with eight feeder schools with a 38% black student population and a staff of 62. South has an enrollment of about 1000 students.

Mr. Saine spoke about the anatomy of a boycott. South was boycotted by students longer than any other school system in the State of Ohio.

The following chain of events took place at South Junior High School:

In August 1968, the Lima City School Board adopted a section on visitors to the schools aimed primarily at trespassers.

On October 6, 1969, a council known as the Concerned Parents Organization (CPO) met with South's principals to discuss the disciplinary practices which had been instituted. The CPO wanted to talk with students during an assembly to explain these practices and the discussions, but the administrators decided the school could make the explanations by other means.

Then on October 10, 1969, three parents and two members of the local Black Panther party went to school supposedly to investigate another student's disciplinary problem. While the parents were meeting with the principals, the two Black Panther members were passing out handbills outside the office. They were asked twice to stop the handouts and were later arrested for trespassing. The parents became irate when the principal would not discuss the student's problem, and said they would probably have to lead some sort of demonstration in order to get their point across to school and administration.

November 11, the CPO wrote a two-page position paper entitled, "The Problem, The Crisis at South Junior High School." At no time did the CPO ask for a meeting.

On November 18, adult pickets appeared in front of the school proclaiming a boycott. It was learned that about 90 of the 361 students absent on the eighteenth were either sympathizers or frightened.

November 26, the school filed truancy charges against 45 black and white students.

During December, the City Council passed a new ordinance aimed at adults who attempted to disrupt the school system. A group of Defiance college students appeared on the scene to study the anatomy of a boycott - a term project.

On January 6, 1970, about 1:15 p.m., a group of 20 appeared in the principal's office saying they had come to resolve the situation and presented a position paper stating they had come to occupy the administrative suite until the police would remove them. They tied up all the phones, took over the public address system, and went into classrooms. The superintendent was notified, the principal read the trespassing ordinance twice and told them to leave the building. About eight left and the others were arrested.

January 13, the two Black Panther members who had been arrested in October were found guilty.

On January 22, the CPO presented a position paper to the Lima Board of Education. The administration agreed to respond to the position paper (the first time for negotiations).

January 29, the administration responded orally and in writing to the CPO position paper. On February 6 both parties got together and came to a tentative settlement and the boycott was officially at an end.

On February 9, 28 of the students who had not been in school since November 18 returned to school.

Meetings with the CPO and particular members of the school staff were held on April 3 to set up both black and white advisory groups for the secondary schools.

Mr. Wolfe spoke about things that possibly can be done to head off such a situation as South experienced. He called to the attention of the audience several published articles about activism. Then he went on to tell some of his reactions and observations as

to causes for South's situation. He said, "The pendulum swings with activism. Youth often reflect the attitude of parents. Various departments, councils, and organizations are involved in the problem of activism with the public school being the target. The school is the stage where the students can perform and be seen where news media can come and observe. Many times the junior high has been the guinea pig for exterior motivation, both of young adults and adults. The youngsters have been used as a pawn and manipulated youngsters who are leaders in activism were probably leaders in high school."

What happens in a situation where you have an activist demonstration? Mr. Wolfe quoted an analogy that a flea by himself could not kill the dog, but by continuously biting and harassing would cause the dog in a frenzy to kill himself. This is much the same thing that happens in most activist situations.

Mr. Wolfe feels the following are necessary by school people to be prepared or guard against such emergencies if student activism comes to your doorstep.

1. There must be a strong building and system philosophy.
2. There is a need for unity of staff.
3. There is a need for consistency in enforcement by the administration of the school's policies, rules and regulations and a consistency by the faculty in carrying out existing policies in that particular building.
4. There should be a singleness of purpose. Guard against double standards.
5. There should be consistency in rules and regulations.
6. The counselor must have it (in his job description) well defined and understood by faculty and administration just what his position is in working with a student and should be supported by the administration.
7. Contingency plans are needed. Plans for how to handle the unexpected should be known by all staff members. It's important in a crisis to be aware of all that could come up and what can be done.
8. It should be realized that the community and school have mutual responsibilities.
9. It is important to keep specific detailed records of every incident.

"The foresight of the trained professional, the temperament of the times, and the adjustment ability of us as human beings are important elements in attempting to not second guess but work with the situation as it approaches. It is difficult to learn what to do in such situations unless you are involved in it. When a decision is forced upon you it all goes back to your philosophy, judgment and experience," Mr. Wolfe said.

CAREER ORIENTATION IN THE JUNIOR HIGH SCHOOL

Presenter: Mr. John W. Parsons, Principal
McTigue Junior High School
Toledo

Recorder: Mr. Hagar L. Spurlock
Vocational Guidance Coordinator
Beavercreek Schools

McTigue Junior High has an enrollment of 1300 students with a staff of 52 teachers, two counselors, and three administrators. It is a feeder school to Rogers High School that has about 2500 students. The school operates on a twelve week trimester basis.

The career orientation program exchanges six weeks of academic time for six weeks of career orientation time. The last two weeks of each trimester is devoted exclusively to career orientation. During this period of time 184 speakers and 200 field-trips were used in implementing the program.

It is very necessary to have a willing and enthusiastic staff. Each staff member must be flexible and innovative in regards to curriculum change and leaving the textbook. Also necessary is a full-time coordinator for the program. Often this is a counselor.

The major objectives of the program are:

1. To expose students to career opportunities.
2. To relate the student's ability to the world of work.
3. To develop guidelines for teachers.
4. To expand the guidance philosophy.
5. To incorporate all of these into a meaningful curriculum. Field trips, resource materials, demonstration workshops, films, and pamphlets are the media through which these objectives are accomplished.

According to Mr. Parsons the eighth graders had a better sense of direction in regards to registration for high school courses and the world of work following graduation. He indicated there are many needs in implementing the program. Among these are supplemental materials, released time for teachers, program writers, and additional staff to evaluate the program.

COUNSELOR INVOLVEMENT IN CHANGE IN THE JUNIOR HIGH SCHOOL

Mr. John G. Odgers

Director, Division of Guidance and Testing

Ohio Department of Education

and

President, National Vocational Guidance Association

I had an unusual opportunity this week -- Monday and Tuesday -- to help plan a wedding: - the wedding of NDEA Title V-A (Guidance Counseling, and Testing), and ESEA, Title III (Supplementary Educational Services).

Out of this wedding, hopefully, will come programs which are a blend of the best of both:

- From ESEA III: - Emphasis on the project approach
- From NDEA V-A: - Good testing services
- From ESEA III: - Innovation - demonstration - pilot programs
- From NDEA V-A: - Program support - seed money - matching local effort

Hopefully, new programs, projects, and services will encourage career development (the total developmental process) at all levels:

- At the elementary level: basic habit development, basic skills, right to read, attitude grounding, career information.
- At the senior high level: career exploration, direction pointing decision making - preparation for next steps (beginning employment - further education - or matrimony, or a combination of these).
- The junior high school years: for a number of reasons, may be the crucial years in the developmental process for most youth, particularly if we consider vocational development as a central factor. Ready or not, all youth are forced to make vocationally related course decisions during junior high school. The eighth grade is a critical one for many, as it usually ends with the projection of a four-year program.

But let's go back and look again at the plans for the July 1, 1970 wedding of ESEA III and NDEA V-A. No wedding can have guaranteed results without the involvement of something old, something new, something borrowed, something blue, and this wedding is no exception:

Something Old is our basic purpose - or our objectives as they relate to the young people we serve:

- Growth in self-insight and self understanding
- Growth in knowledge of opportunities and demands (educational, occupational, personal-social)
- Growth in decision-making skills
- Growth in the power and willingness to accept responsibility
- Growth in the ability to take next steps - to initiate and carry out a course of action

Something New could be any of a number of things. It could be our steady progress toward a systems approach to career guidance, involving new data storage and retrieval systems as illustrated by the Educational and Career Exploration System (ECES) program sponsored by Dr. Donald Super and others at Montclair, New Jersey, or the Computer Assisted Vocational Information System (OVIS) sponsored by JoAnn Harris at Willowbrook High School in Villa Park, Illinois. A successful systems approach to data storage and retrieval must be based on a logical system - and the most logical system to date related to career development appears to many to be the data-people-things hierarchies which form the theoretical base for the last three digits of the code structure of the Dictionary of Occupational Titles (DOT), Third Edition. Such a system provides for data storage and retrieval related to occupational information, labor market information and training program information, and is compatible with pupil data systems, financial aid systems, and a variety of others important to career development and guidance. Occupational information files, aperture card information systems such as VIEW, and test information such as the GATB and Ohio Vocational Interest Survey - take on added value as they readily fit into a career guidance system. (The VIEW system stores Vocational Information for Education and Work.)

I must digress to cite a recent experience - within the last three weeks - when I had the opportunity to observe a counselor interpreting the GATB to a group of 8th graders. The system,

which ties the GATB to the world of work through the Worker Trait Groups of the Dictionary of Occupational Titles, made test interpretation really significant to these kids - probably for the first time. In less than an hour of an hour-and-twenty minute period, this counselor not only had most of these youngsters turned on - she had them finding their way through the D.O.T. - and some of them pleading to retake the test so that "next time I'll show you what I can do." One hour plus of good test interpretation changed the attitude and outlook of several of these young people who had not been reached in recent years. It also pointed up needs - such as the need for improved orientation before testing. But I can assure you, these kids will have a different attitude when taking tests in the future - and a different point of view toward some of their courses. I hope some biased soul doesn't turn them off again.

But back to Something New: I predict that a major new look in guidance may develop over the next few years. As a background for describing this new look, I would like to take a moment to read the Editorial I have just prepared for the next issue of "Ohio Guidance News & Views:"

CAREER GUIDANCE THROUGH THE CURRICULUM

One of the criticisms of school guidance programs which we hear most often is that too many young people - students of all ranges of potential - leave high school via graduation or dropout without ever having had recognizable assistance in career planning. Too many wind up unemployed, or on a job located in some haphazard fashion without ever having faced the question, "What is it possible for me to become?"

The basis in fact for this frequent criticism will continue to be with us unless our schools can achieve either of two possible states: (1) having an unusually low counselor-pupil ratio (say 1/75), or (2) building career development into the curriculum. Obviously, the second solution is more economical. It is our contention that it is also more effective. (And I might add, it won't do away with counselors.)

Whether or not they plan it that way, all teachers, sooner or later, affect the attitudes of a portion of their students toward certain vocations, toward

the educational process, toward vocational education or other course choices, and toward life itself. Consciously or unconsciously, teachers regularly reflect their attitudes toward educational and vocational opportunities being considered by students - thus influencing the students' decision-making process. The way in which they respond to students, either by attitude or by recommendation, too often infers the importance of some career fields or training programs, or de-emphasizes others.

Since teachers can't avoid influencing student attitude development and decision making, and since counselors are inadequate in numbers to insure careful decision-making on the part of all students, it seems logical for counselors and teachers, with administrative support, to collaborate in planning and conducting good curriculum-based career guidance activities.

From the kindergarten trip to the zoo, through the first grade unit on community helpers, the tenth grade field study of an area vocational school and a community college, to a twelfth grade analysis of job-hunting techniques, the curriculum provides the only logical in-school vehicle for the slow, steady process which is career development.

As a base for career development, the good school plans an effective program of language arts to insure the ability to read and communicate. On this base can be built a foundation of information, understanding, and acceptance which becomes a background for decision making. For many, even the skill of decision making can be learned and practiced in the curriculum setting. Career development concepts, such as how individual differences affect one's life, the importance of building personal values, and the benefits of exploration, can be woven into social studies, math, science, the language arts, or industrial arts and vocational education. In addition, teachers can identify and refer to the counselor those pupils who need more intensive or individualized temporary assistance.

Planned attention to the career development process itself, however, should reside in the mainstream of our educational program - and the mainstream must be deliberately modified to accept this responsibility.

School counselors who have encouraged and assisted in the development of such programs have discovered tremendous by-product values in the form of enthusiastic teacher allies, greater student motivation, reduced absenteeism, and generally happier kids.

If we really believe that career guidance - a developmental approach - can be integrated into the curriculum - (and John Parsons has really demonstrated this in the Toledo McTigue Junior High School program described here today) - then we may be on the threshold of a new pattern of guidance program organization which provides for specialists within the profession - or even for two separate career fields - the counselor and the guidance specialist.

We preach developmental guidance - but ask any counselor to summarize a case and he will discuss a problem - or crisis-oriented situation. Let's admit that most counseling is crisis-oriented and that most kids don't need frequent counseling. They do, however, need regular help in the normal process of career development, but not necessarily on a one to one basis. In fact, career guidance is usually more effective and efficient if provided in a group setting. So - for a moment, let's consider splitting the profession in two:

- First, we would have Guidance Specialists - who serve as consultants to teachers, as coordinators of community resources, as developers of projects, as group guidance instructors (not group counselors or therapists), as influencers of the curriculum, and as program coordinators. (Maybe you can find a better name for them than Guidance Specialists.)
- Second, we would have Counselors (maybe on a 1/1000 ratio) to work with kids who have problems - within the normal range - and to refer those found to have deep-seated problems to other resources for appropriate assistance.

In such a situation, the counselor wouldn't get bogged down in a morass of program development and coordinative activities and have little or no time to help those who really need counseling. And the Guidance Specialist would be helping the school tool up for and operate important guidance activities which are

now lost in the shuffle - or haven't even been considered.

This new look involves a program approach if you will - an examination of total guidance needs - the determination of program objectives - the identification of desirable behavioral outcomes (for kids and for staff members) - the identification of activities to achieve desired outcomes - and the assignment of responsibilities.

Such an approach will lead to the identification of guidance roles - not just counselor role - with implications for counselor, coordinator, teacher, other pupil personnel workers, para-professionals (a' la Clark County Technical School Program), other support personnel and the key man: the principal. The staff must be involved in the planning (Ask John Parsons of McTigue) but the program won't jell if the principal isn't convinced.

So much for Something New.

Now for Something Borrowed:

At the state level, we plan to borrow the project approach from ESEA, Title III, with whom we are about to wed. Next year and thereafter, we anticipate spending a portion of our Federal guidance funds on a project basis to encourage guidance program innovation K-12, to test new approaches, or to experiment and test new techniques.

At the local level we encourage borrowing what you find to be good in others' programs. "Bring and Brag" sessions at conferences like this give each of you the opportunity to share your good ideas - and to borrow from others.

Finally, Something Blue! All I can say here is, "The sky is the limit and we hope it stays blue."

I would like to close by giving emphasis to the points made by Dr. Franklin Walter, Assistant State Superintendent, in his Guest Editorial in the last issue of "Ohio Guidance News & Views." Dr. Walter stressed that the schools must redesign program to accomplish three things:

1. Eliminate failure - kids don't fail to grow up - we can't fail them as they grow up.
2. Provide background for next steps beyond high school, including, as appropriate: employment, further education, matrimony, citizenship, leisure.

3. Provide a laboratory for the development of skills in interpersonal relations and communication.

You can't teach "getting along;" it must be learned in a practicum. The challenge to each Junior High School counselor is to make sure that a good practicum gets developed in your school - in the form of schoolwide dedication to the developmental needs of all of your pupils.

APPENDIX A

OHIO SCHOOL COUNSELORS ASSOCIATION
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1969-70

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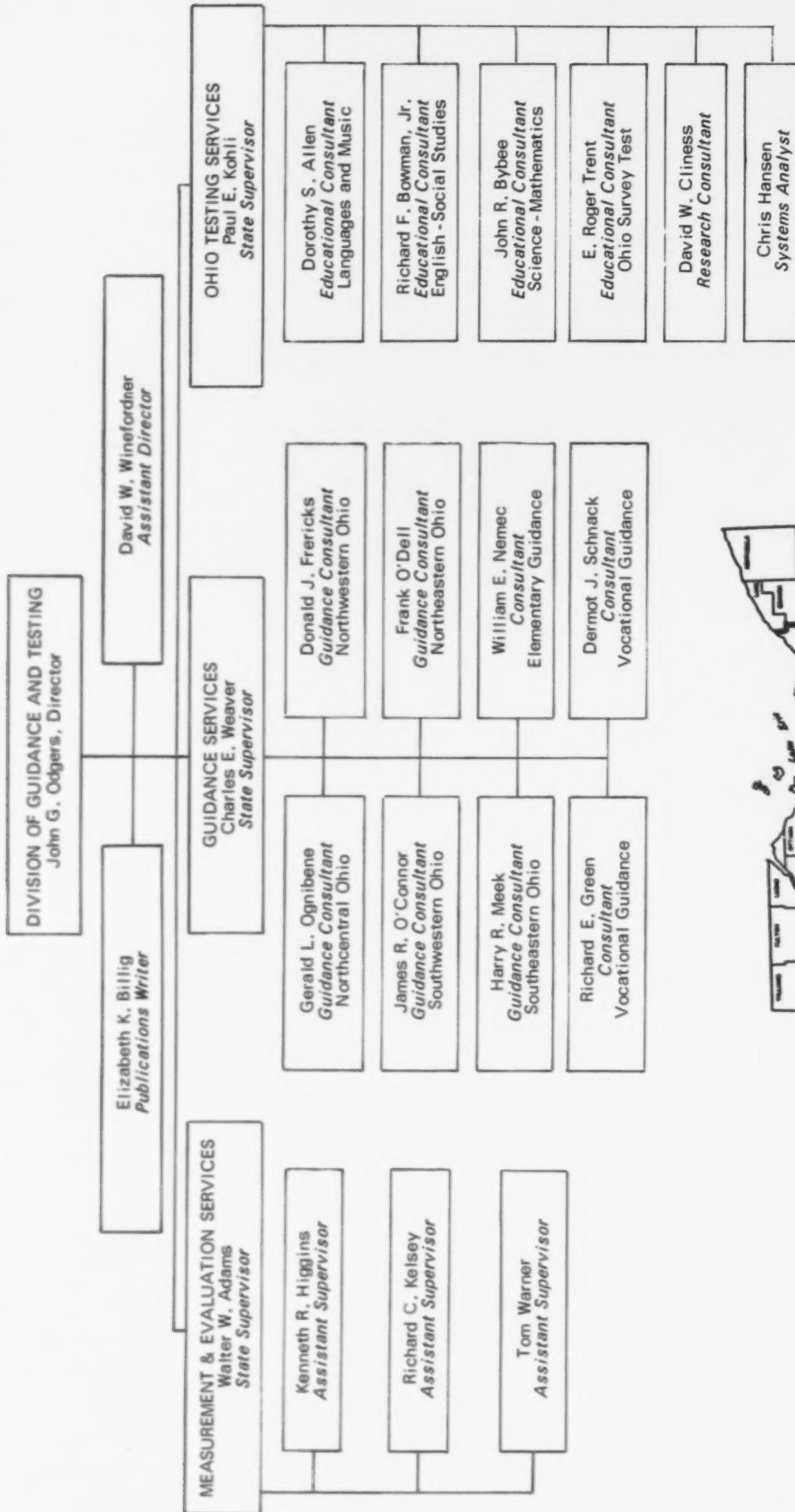
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APPENDIX B



The Division of Guidance and Testing, State Department of Education, provides assistance to Ohio schools in the development of adequate guidance, counseling, and testing programs. Services provided include:

- Consultation
- In-Service Education
- Publications
- Identification and Use of Resources
- Promotion of State and Area Professional Organizations
- Coordination of Statewide Professional Conferences
- Guidance Research

The Division of Guidance and Testing cooperates with other divisions of the State Department of Education and with non-school agencies on projects of mutual concern such as:

- Audio-Visual Workshops
- Supervisory Conferences
- Vocational Surveys
- Research
- Development of Criteria for Counselor Certification
- High School Equivalency Testing Program
- Pre-Service Education of Teachers and Counselors
- Evaluation